UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/CN.4/2000/93
20 January 2000

Original: ENGLISH

COMMISSION ON HUMAN RIGHTS
Fifty-sixth session
Item 17 (c) of the provisional agenda

# PROMOTION AND PROTECTION OF HUMAN RIGHTS: INFORMATION AND EDUCATION

## Implementation of the Plan of Action of the United Nations Decade for Human Rights Education, 1995-2004

## Report of the Secretary-General

GE.00-10287 (E)

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# I. INTRODUCTION

1. The present report is submitted in accordance with Commission resolution 1999/64. Since the last session of the Commission, the Secretary-General reported on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education to the General Assembly (A/54/399 and Add.1), accordingly, the present report will only provide supplementary information received in the period from September to mid-December 1999. It follows the structure of the Plan of Action, highlighting the advance made in the implementation of each of its components, only the components for which some progress took place in the above-mentioned period are dealt with.

# II. IMPLEMENTATION OF THE PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION

## A. Components two and three. Strengthening international and regional programmes and capacities for human rights education

### 1. United Nations System

2. The Office of the High Commissioner for Human Rights (OHCHR) has continued to disseminate information on the Decade and on human rights education by answering related inquiries from and assisting initiatives of Governments, intergovernmental and non-governmental organizations, academic institutions, students and other individuals and organizations.

3. In November 1999, OHCHR launched the second phase of the "Assisting Communities Together" (ACT) project, established in 1998 with the United Nations Development Programme (UNDP) in order to assist financially organizations and individuals carrying out activities aimed at strengthening the promotion and protection of human rights in local communities. For this phase, 16 countries/territories have been selected on the basis of various criteria, such as a balanced geographical distribution and the presence of United Nations partners and their administrative capacity. The selection process of grant recipients will take place in the countries/territories concerned. Application materials for the ACT project as well as a detailed description of the project are available (in English, French and Spanish) from OHCHR.

4. In December 1999, OHCHR organized, in cooperation with the Government of the Republic of Korea and within the Asia-Pacific Framework for Regional Technical Cooperation, a Subregional Training Workshop on Human Rights Education in North-East Asia (Seoul, 1-4 December 1999), which was attended by delegations from China, Japan, Mongolia and the Republic of Korea. The Workshop adopted conclusions and recommendations for follow-up which are annexed to this report. Within the above-mentioned Framework, a Regional Workshop on National Plans for Human Rights Education is scheduled to take place in January 2000 in Japan.

5. Finally, OHCHR has continued its technical cooperation activities aimed at strengthening national capacities in the field of human rights, including human rights education and public information. Details of these activities are provided in the reports of the High Commissioner on

advisory services and technical cooperation in the field of human rights (E/CN.4/2000/105/Add.1) and in the report of the Secretary-General on national institutions for the promotion and protection of human rights (E/CN.4/2000/103) to the Commission.

6. The International Labour Office (ILO) undertakes training activities directed at workers' and employers' organizations as well as students and teachers from various academic institutions. In 1999, it conducted, among others, national seminars on discrimination in employment and occupation, a course on international labour standards for lawyers and legal educators (August 1999), a national seminar on promotion of equal pay for work of equal value in India (July 1999), and a training of trainers course on fundamental labour rights for enforcement officers (May 1999). The ILO Training Centre based in Turin, Italy, regularly conducts training activities under its International Labour Standards and Human Rights Programme, including, in the past year, a national seminar on human rights systems in Pakistan (July 1999), national and local seminars on the human rights of children in Albania, and a seminar on the role of trade unionism in the fight against child labour (January 1999). In the past two years, ILO has continued to produce publications for human rights education and training, such as "The Universal Declaration of Human Rights and ILO Standards" and "International Labour Standards: A Trade Union Training Guide", both published in 1998. At the 1998 International Labour Conference, the Conference reaffirmed ILO's role in assisting its members by offering technical cooperation and advisory services to promote the ratification and implementation of fundamental conventions, by assisting members that are not in a position to ratify some or all conventions to promote and realize the principles concerning fundamental rights which are the subject of those conventions, and by helping members in their efforts to create a climate for economic and social development.

7. The Office of the United Nations High Commissioner for Refugees (UNHCR) has developed various activities in human rights education, dissemination of relevant information and training. Firstly, related activities have been organized for staff both at headquarters and in the field, inter alia, in order to encourage collaboration with human rights actors worldwide and, for this purpose, the organization has developed training modules, entitled "Human rights and refugees". Secondly, UNHCR has developed programmes for the human rights education of refugees, such as a series of pilot training projects in the field of peace education and conflict resolution offered to children and adults in refugee and returnee communities. Thirdly, as part of UNHCR's celebration of the fiftieth anniversary of the Universal Declaration of Human Rights, a kit of basic educational material to promote peace, conflict resolution and human rights was designed for refugee schools. UNHCR's training activities are focusing on identifying and addressing the particular needs of refugee women and children: a training module, entitled "Action for the rights of children", was developed as a joint UNHCR-Save the Children International project and "A guide on the human rights of children and women: awareness training for adult refugees" is being issued in order to assist UNHCR field offices and NGOs.

## 2. Intergovernmental organizations

8. The European Union highlighted that in 1998, approximately US$ 40.7 million of its budget were allocated to human rights projects, with an emphasis on the support of human rights research, education and training, through the establishment of information networks and research centres and the training of officials working in the administration of justice and in the armed

forces, notably in Africa and Central America. As a contribution to the Decade, the European Union established the European Masters Degree in Human Rights and Democratization, in conjunction with 15 universities, one in each member State. The course, which is the result of joint efforts of institutions, universities, academics, students, and local and regional authorities, is composed of two parts. The first part takes place in Venice, Italy, where students, selected also from outside Europe, receive intensive training from academics of the participating universities; the second part takes place in research centres in one of the 15 partner universities. Most of the graduates are currently employed in intergovernmental and non-governmental human rights organizations.

### 3. Human rights institutes

9. The UNESCO Annual Meeting of Directors of Human Rights Institutes took place in Paris on 20 and 21 September 1999 and was attended by about 40 human rights institutes and UNESCO Chairs* from all over the world. The meeting focused on the following areas: national strategies for human rights education; the relationship between peace and human rights; and the establishment of an effective networking system among the various institutes. The final report of the meeting is available with the UNESCO Department for Peace, Human Rights, Democracy and Tolerance.

### 4. Non-governmental organizations

10. OHCHR has continued to assist and support human rights education programmes by non-governmental organizations through advice and the provision of its publications. Several international non-governmental organizations with consultative status with the Economic and Social Council have informed OHCHR of their recent activities as follows:

11. Amnesty International organized, from 11 to 14 November 1999, its first Human Rights Education Forum (Cincinnati, United States of America), which gathered more than 30 Amnesty International national coordinators for human rights education. The purpose of the meeting was to discuss Amnesty International's Human Rights Education Programme for the period 2000-2004.

12. In 1999, the Education Center for Women in Democracy continued to train and deploy paralegal and human rights monitors within communities at the grass-roots level. Through this programme, to date approximately 340,600 community members have been reached in rural, semi-urban and urban areas, 65 per cent of whom are women. The activities undertaken in this framework included: promotion of awareness of human rights standards and procedures and, in particular, of women's human rights concerning marriage, reproduction, succession and property ownership; dissemination of human rights materials, including simplified versions of international and regional human rights instruments; and campaigns against harmful traditional practices (such as female genital mutilation or infibulation), early marriages, wife battering and domestic violence. In 1998/99, the Center held two regional conferences on "Women, trade and

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* UNESCO has established a network of Chairs on Human Rights, Democracy, Peace and Tolerance at universities in some 44 countries.

human rights" and "Conflict, security and peace-building", with participants including women Cabinet Ministers, parliamentarians, policy makers and leaders in civil society.

13. The International Human Rights Association of American Minorities has recently established an Institute for International Legal Studies at Barrington University, United States of America, which offers courses on international human rights. It is also in the process of establishing an international institute which will offer an advanced degree in human rights in conjunction with the National Institute for Social Work and Social Science in India.

14. Norwegian People's Aid (NPA), the humanitarian organization of the Norwegian labour movement, to mark the fiftieth anniversary of the Universal Declaration of Human Rights participated in an NGO national initiative to join efforts in marking the United Nations Decade for Human Rights Education, Dugnad 98 (Dugnad meaning "community self-help", "joint efforts"), through which several publications on human rights were produced. In addition, NPA produced a publication for high school students entitled Human Rights - On the Back Burner.

15. The People's Decade for Human Rights Education (PDHRE) has focused its activities on the following three main areas: support to human rights education programmes within community organizations and groups through the provision of small start-up grants, the organization or facilitation of training programmes and assistance in regional and international networking, advocacy programmes, in particular through the organization of human rights education workshops within United Nations international meetings and other events, and the development of publications and training materials, such as the "CEDAW Video Training Program", composed of a manual and a video introducing the human rights of women and girls, and Human Rights Resource Packets on various issues (aged persons, children, housing, environment, etc.). For the year 2000, PDHRE is planning to publish a "World Report on Human Rights Education for Social Transformation", containing specific case studies and related analysis, and "Passport to Dignity", a collection of activities undertaken by women's groups in order to further the Plan for Action adopted at the Fourth World Conference on Women.

16. The Women's International Zionist Organization (WIZO), a women's organization that places emphasis on advancing the status of women in the family, society, politics and in the workplace, organizes seminars and lectures, it lobbies members of the Knesset (the Parliament in Israel) to adopt appropriate legislation for the protection of battered wives, it runs day-care centres, schools and youth clubs, and organizes vocational training courses. WIZO has also organized a coalition, together with other Israeli NGOs, to encourage women to participate in political parties, local and municipal authorities and to stand for election to the Knesset. During WIZO's international conference, planned for the year 2000, a specialized programme on "The Decade for Human Rights Education for All" is being developed.

### B. Components four and five: strengthening national and local programmes and capacities for human rights education

17. The Plan of Action for the United Nations Decade for Human Rights Education provides for the establishment, at the initiative of Governments or other relevant institutions, of national committees for human rights education which should include a broad coalition of governmental and non-governmental actors and be responsible for developing and implementing a

comprehensive, effective and sustainable national plan of action for human rights education, in consultation with regional and international organizations. Such a plan should constitute an integral part of the overall national plan of action for human rights, when applicable. OHCHR has developed related Guidelines (A/52/469/Add 1 and Add 1/Corr 1), which were sent by the High Commissioner for Human Rights and the Director-General of UNESCO to all heads of Government in September 1998.

18. As of August 1999, the following countries had reported related initiatives: Algeria, Argentina, Australia, Austria, Belarus, Cameroon, Canada, Cape Verde, Central African Republic, Chad, Chile, Croatia, Cyprus, Cuba, Czech Republic, Denmark, Ecuador, El Salvador, Fiji, France, Germany, Guatemala, Ghana, Guyana, Holy See, India, Ireland, Iran (Islamic Republic of), Italy, Japan, Jordan, Malta, Mexico, Morocco, Netherlands, Nigeria, Norway, Philippines, Peru, Portugal, Republic of Korea, Romania, San Marino, Sudan, Slovakia, Sweden, Switzerland, Tunisia, Turkey, Ukraine, Uzbekistan and Venezuela. In this section, only new information forwarded to OHCHR between September and mid-December 1999 is provided.

(a) Azerbaijan. In June 1998, the President approved the "State Programme for Human Rights Protection" which provides for the Government to take specific measures in the following areas: development of specialized training in human rights, in particular through international exchanges, integration of human rights into the school curricula and publication of related materials, organization of various events with a human rights theme, such as school competitions and art exhibitions, publication in the national language of international human rights instruments, and production of specific material (newspaper, magazines, posters, etc.) to increase human rights awareness. In July 1998, the Government signed a technical cooperation project with OHCHR which also includes human rights education and training activities.

(b) Belarus. In the framework of the National Plan on the Development of Education in Human Rights (1999-2004) approved by the Council of Ministers in March 1999, the Ministry of Education, together with other institutions, has started working on the development of textbooks for schoolchildren, the organization of seminars for teachers from various educational establishments and a National Conference on Human Rights in the Structure and Contents of Professional Education.

(c) Chile. The Ministry of Education reported that the educational reform currently underway in order to include in the school system education for democracy, peace and human rights, involves four specific areas: programmes for pedagogical improvement and innovation, curriculum reform, professional development of teachers, and full-time school day. In addition, relevant complementary extracurricular activities are envisaged.

(d) Costa Rica. The integration of human rights education into the school system is a process which started in 1986, in cooperation with the Inter-American Institute for Human Rights. Then, in 1990-1994, Curriculum reform was implemented which included the Convention on the Rights of the Child in both the juridical and the educational systems. In 1994-1998, the Comisión Nacional para la Formación y el Fortalecimiento de los Valores, (National Commission For the Creation and Strengthening of Values), which is responsible, inter alia, for human rights education, was itself strengthened. In 1995, a course on the promotion and protection of human rights and responsibilities was included in the Open Education Programmes

for Youth and Adults, through a self-learning module. Finally, in 1998 the Ministry of Education, in coordination with other Ministries within Central America, published a series of modules for adult literacy, one of which was dedicated to the promotion of human rights.

(e) Egypt. Within the school system, following a National Conference on the Development of Primary-level Curricula in 1993 and of Preparatory-level Curricula in 1994, the Centre for the Development of Curricula and Teaching Materials started incorporating human rights, and in particular the rights of the child, women's human rights and the prevention of discrimination against women, in those two levels of formal education. The approach chosen was the integration of those issues in all school subjects and textbooks instead of the creation of separate classes. As a result of meetings organized with human rights specialists, the integration is taking place through different courses of action: the incorporation of human rights in all school textbooks, the development of accompanying manuals for students containing practical activities and of teaching manuals for teachers. In addition, training courses for teachers, in order to discuss appropriate teaching strategies, are organized. The Ministry of Education is currently planning to hold a conference on the development of secondary-level curricula, and preparatory studies are being conducted.

(f) El Salvador. The National Committee for Human Rights Education organized in July 1999 a National Consultation, with the participation of representatives of governmental institutions and non-governmental organizations, in order to identify the needs and priorities for human rights education in the country.

(g) Latvia. Within the school system, human rights are taught in primary schools within the compulsory Civics subject, and in secondary schools as an optional course "Politics and rights". In September 1995, as a contribution to the Decade, the University of Latvia established, within its Faculty of Law, a Human Rights Institute, with the purposes of providing human rights education to law students and students from other faculties, carrying out human rights research, publishing study materials, monographs and articles on human rights, establishing a human rights library, and organizing conferences and seminars. In 1995, the Centre for the Protection of the Rights of the Child was established at the Ministry of Education and Science; it organized related seminars for school personnel and conferences on children's rights. The Government also highlighted the ongoing human rights education activities carried out by the Latvian National Human Rights Office, such as the production of publications and a series of TV broadcasts, and the maintenance of an Information and Documentation Centre.

(h) Lebanon. Within the school system, the 1997 Decree concerning pre-university educational curricula made provisions for a special national education and civics curricula, which provide extensive coverage of the rights of the child, women's human rights and human rights in general. With effect from academic year 1998/99, the National Centre for Educational Research and Development has been publishing related textbooks.

(i) Luxembourg. In addition to specific activities undertaken within the commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights, the Ministry of National Education reported on various initiatives, such as the creation of a

multidisciplinary working group for the integration of human rights in the school curricula, the human rights training of teachers and the support to human rights initiatives undertaken independently by various schools, in collaboration with NGOs,

(j) Namibia The Inter-Ministerial Technical Committee on Human Rights, established in 1995 within the Ministry of Justice, has developed since 1997 a number of human rights training programmes for police, prison officials, the military and, in 1998, a series of human rights training workshops for key sectors (the private sector, parliamentarians, women's organizations, regional governors and NGOs). The Committee has been also active in curriculum development within the school system, within a regional project involving also Zimbabwe and Mozambique. These projects were organized with the support of international organizations, in particular OHCHR, UNESCO, the International Federation of Red Cross and Red Crescent Societies and the Commonwealth, and through bilateral cooperation. In addition, a Human Rights Documentation Centre was established at the Faculty of Law of the University of Namibia, on the initiative of the Ministry of Justice,

(k) Norway A Working Group on Human Rights Education, established in 1980 within the Advisory Committee on Human Rights under the Ministry of Foreign Affairs, was given new terms of reference in 1995, in connection with the proclamation of the Decade. The Group, which has an advisory role and whose secretariat is assured by the United Nations Association of Norway, should consider and discuss, at its own initiative or upon request from the Ministry, issues relating to human rights education. It is composed of representatives from the Ministry of Education, the teacher's organization, the Norwegian Commission for UNESCO, the Norwegian Committee for UNICEF, the Norwegian Red Cross, the Norwegian Refugee Council, Amnesty International and other relevant NGOs. In addition, the Government, in April 1999, as requested by the Parliament, has decided to develop a comprehensive national plan of action for human rights education and information, whose coordination is the responsibility of the Ministry of Education, Research and Church Affairs, in cooperation with other relevant ministries. The Plan is expected to be submitted to the Parliament by the end of 1999, as a component of a general White Paper on human rights,

(l) New Zealand Since 1993, the New Zealand Human Rights Commission, as mandated in its statute, has been developing human rights education and awareness-raising programmes. Among its activities, the following have been reported: preparation of educational materials for parliamentarians and distribution to each member of the Parliament (1996); development, in consultation with the Ministry of Education and with teachers' associations, of training resource materials for schools on the prevention of sexual harassment, and related training (1996-1997); publication of training resource material for people with disabilities, in cooperation with the disability sector, and related training (1997-1998); development, in cooperation with the Ministry of Education and UNICEF, of a human rights module for primary, intermediate and secondary schools (1998-1999). In 1999, an agreement has been signed with the New Zealand Association of Citizen's Advice Bureaux, which maintain more than 90 offices on the national territory, providing each office with a human rights education presence. In addition to the Commission, the Human Rights Unit of the Ministry of Foreign Affairs and Trade has been engaged in raising awareness of human rights issues in the country,

(m) Portugal The National Commission for the Commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights and the United Nations Decade for Human Rights Education (Web site http //www gddc pt/pt/dh/dudh), established in 1998 by the Council of Ministers and comprising representatives of governmental and non-governmental agencies, has developed a broad Plan of Action for the Decade, which covers the period 1999-2004 The Plan includes activities to be undertaken within the framework of State organs and governmental agencies, seminars, congresses and other awareness-raising initiatives, activities to be developed within educational establishments, civil society, local communities and mass media, a series of learning tools, such as videos, publications and other material, and dissemination of strategies,

(n) Slovakia The Government requested assistance from OHCHR in the elaboration of a national plan for human rights education, as a component of an overall national human rights plan,

(o) Turkey In July 1999, the National Committee on the Decade for Human Rights Education published the Human Rights Education Programme of Turkey (1998-2007), which is composed of the following parts introductory chapters, priorities of human rights education in Turkey and main target groups, present state of human rights education and relevant proposals of the National Committee, directed to the following sectors primary schools, high schools and universities, law enforcement officers attached to the Ministry of Justice, law enforcement officers attached to the Ministry of Internal Affairs, mass media, and NGOs The Plan has been forwarded to each of the relevant authorities by the Prime Minister with the request that they report every three months on the progress made in its implementation

C Component six coordinated development of materials for human rights education

19 Work has continued on the six training packages for human rights monitors, judges and lawyers, prison officials, primary and secondary schoolteachers, journalists, and national and local non-governmental organizations In the development of these materials, OHCHR works in close cooperation with relevant experts and organizations From 13 to 16 December 1999, an expert meeting on the draft training package for primary and secondary schoolteachers was held in Geneva

20 OHCHR has continued to publish human rights materials (the updated list of publications is available in document A/54/399/Add 1) and to disseminate them among governmental and non-governmental organizations, in addition, OHCHR is continuing to collect materials for human rights education produced at the international, regional, national and local levels This collection is available in the Office

D Component eight global dissemination of the Universal Declaration of Human Rights

21 In November 1999, OHCHR was awarded the Guinness World Record for having collected, translated and disseminated the Universal Declaration of Human Rights into more than 300 languages and dialects, from Abkhaz to Zulu Most of those versions are currently available through the OHCHR Web ite (http //www unhchr ch/udhr/index htm) OHCHR is continuing to produce versions in indigenous and minority languages

Annex

# THE SEOUL DECLARATION

Conclusions and recommendations of the Subregional Training Workshop on Human Rights Education in North-East Asia (Seoul, 1-4 December 1999)

The participants in the Subregional Training Workshop on Human Rights Education in North-East Asia, including education policy makers, officers responsible for teacher-training institutions and for education faculties of universities, materials and curriculum developers, and members of NGOs and other national institutions/organizations active in the area of human rights education in schools from China, Japan, Mongolia and the Republic of Korea,

## CONSIDERING THAT

The United Nations Decade for Human Rights Education (1995-2004), proclaimed in accordance with the Vienna Declaration and Programme of Action (1993), has provided Governments, international organizations, non-governmental organizations, professional associations and all other sectors of civil society with a common strategy in worldwide efforts for human rights education, training and public information,

The Framework for Regional Technical Cooperation adopted by consensus in the Sixth Workshop on Regional Arrangements for the Promotion and Protection of Human Rights in the Asian and Pacific Region (Tehran 1998), and reaffirmed in the 1999 New Delhi workshop, identified human rights education as one of the four key priorities for regional cooperation,

Human rights education in the formal education system, in conjunction with non-formal human rights education, is an important part of an overall national human rights educational strategy,

During the past two years, various human rights education partners have been discussing ways and means to advance human rights education within the Asia-Pacific region, including the UNESCO-sponsored Asia and Pacific Conference on Education for Human Rights in Asia and the Pacific (Pune, India, February 1999) which gathered representatives of Governments, national institutions, non-governmental organizations and individual experts from approximately 20 countries,

Various countries in the Asia-Pacific region have undertaken significant steps towards the incorporation of human rights education in the school system providing a wealth of experience on the development of teaching materials, methodologies, and curricular and extracurricular activities,

MET IN ORDER TO

Share experiences and lessons learnt from the region, discuss challenges, opportunities and obstacles in pursuing human rights education programmes in North-East Asian schools, compare methodologies and explore various courses of action needed in order to develop and/or strengthen such programmes,

AND AGREED ON THE FOLLOWING CONCLUSIONS AND RECOMMENDATIONS:

CONCLUSIONS

In view of the changing social, political and economic conditions brought about by democratization and development of economies in the subregion, there is a growing interest in and a conducive environment for human rights education in schools.

While there are different country specificities, the need for and commitment to human rights education are equally recognized.

In the subregion there is a common understanding that human rights education in schools is based on universally accepted human rights standards and relevant national education policies and legislation. Human rights education - an effective tool to prevent human rights violations - should be understood to cover the whole range of civil, cultural, economic, political and social rights, the right to development, as well as those of vulnerable groups. Related responsibilities are equally emphasized.

In addition, there is a consensus on the fact that those norms should be made relevant to the daily lives of the learners.

Participatory and learner-centred methodologies are considered effective for human rights education programmes.

Human rights education programmes in schools are developed and implemented through the efforts of various institutions and individuals (Ministries of Education, local authorities, universities, research institutes, teachers, students and parents, non-governmental organizations, etc.), who constitute the stakeholders of human rights education.

Human rights education programmes in schools are developed in consideration of different cultural contexts and stages of development of the country. In this light, traditional values and beliefs which are related to the protection and the promotion of human rights can be employed in developing human rights education programmes.

Planned education development/reform in the subregion provides the appropriate environment for the development and adoption of human rights education programmes within the formal education system.

Regional training centres, such as the Asia-Pacific Regional Centre of Education for International Understanding (associate Centre of UNESCO), provide opportunities for training educators in human rights.

1. Training of teachers and other education personnel

Teachers' education institutions do not provide separate courses in human rights and human rights education methodologies. Those topics are usually integrated in other courses (i.e. social sciences, etc.), but not in a systematic or adequate manner.

In-service human rights training for teachers is likewise sporadic and inadequate.

While there is quite a range of materials for use in the classrooms, training materials for teachers are highly insufficient.

2. Curriculum development and extracurricular activities

Human rights are not systematically covered in existing curricula, even though all countries have developed some human rights education materials.

Human rights do not constitute a separate subject but are generally integrated into specific subjects (i.e. social studies, civics, history, legal education, moral education, etc.). In this context, however, human rights are not sufficiently dealt with.

Extracurricular activities are an important contribution to making human rights education a living experience.

3. Policy issues

Human rights are generally supported by national legislation which provides a basis for human rights education. However, this legislation lacks specific details to systematically implement human rights education programmes in schools.

Government financial allocation for human rights education is not adequate.

Some countries have adopted a decentralized system of education which allows schools to develop their own human rights education programmes.

4. Human rights education in the classroom

Multi-method programmes - including use of videos, dramatization, games, street theatre, role playing, music, art/drawing, television - enhance teaching of human rights in the classroom.

## RECOMMENDATIONS FOR FOLLOW-UP

Human rights education should be consistent with the principles and articles of the Convention on the Rights of the Child in order to promote children's well-being and best interest and to protect them from any risk of abuse.

Adequate financial allocation should be made for human rights education programmes at the international, regional and national levels.

Cooperation at the international, regional and national levels should be enhanced, in the form of workshops, bilateral exchanges, surveys, teacher-training exchange, educators' networks and information-sharing - to enhance, among others, common understanding of human rights education.

The meaningful involvement of NGOs at all levels in the design, implementation and evaluation of human rights education activities should be enhanced to maximize the use of their experience, and cooperation between governmental and non-governmental players should be improved in an atmosphere of mutual respect and understanding.

Parents should be fully involved in human rights education programmes in schools, both as learners and as educators.

Research in all aspects of human rights education in schools should be undertaken. Education research institutions should be established or strengthened.

The implementation of all recommendations should constitute part of a comprehensive (in terms of outreach), effective (in terms of educational strategies) and sustainable (over the long term) national strategy under a national action plan for human rights education, in accordance with the United Nations Guidelines for National Plans of Action for Human Rights Education.

The mid-term review of progress made at the international, regional, national and local levels towards achieving the objectives of the United Nations Decade for Human Rights Education (1995-2004), envisaged for the year 2000, should include existing initiatives in the subregion and should give impetus to human rights education programmes in schools.

The Seoul Workshop results should be brought to the attention of the participants in the Inter-Sessional Workshop on National Plans of Action for Human Rights Education in the Asia-Pacific Region which will be held in Japan at the beginning of the year 2000.

Governments in the subregion are urged to consider the assistance in the development and implementation of human rights education programmes available under the United Nations Technical Cooperation Programme in the Field of Human Rights, administered by the Office of the High Commissioner for Human Rights.

Participants and observers should disseminate through their networks the results of the Workshop, which could be useful to partners in other countries willing to engage in similar efforts.

1. Training of teachers and other education personnel

Teacher training should aim at increasing knowledge on human rights, developing skills in the use of participatory and creative methodologies, and enhancing motivation to teach human rights.

Appropriate and adequate pre- and in-service human rights curricula and user-friendly material for teachers should be developed.

Human rights training programmes should include human rights issues related to the teachers and to the family life of the students.

In view of their multiplier effect, train-the-trainers courses should be organized.

In-service training should be compulsory and be given credit, where appropriate, and should be provided at basic, intermediate and advanced levels in order to meet the different needs of the teachers.

Teachers-training institutes and/or training courses on human rights education should be established.

2. Curriculum development and extracurricular activities

Curriculum development should be an all-inclusive process involving teachers, human rights experts, educationalists, parents, students, representatives of NGOs, school governance, etc.

Curriculum development should be an ongoing process subject to piloting, review, evaluation and revision.

Human rights education should be infused into all levels of education.

Extracurricular activities should be organized within and for the benefit of the community and the family. They could include field visits, interaction programmes with other schools, camps, festivals, etc.

3. Policy issues

Appropriate laws and regulations which support human rights education in schools should be enacted which, among other things, allow flexibility in the development of human rights education programmes.

4. Human rights education in the classroom

Teachers should be aware of the background of their students and need to develop a trusting relationship with them in order to be effective. The question of the power relationship between teachers and students should be addressed.

Classroom/school management should ensure that a human rights culture prevails in the classroom/school in support of human rights education.

Classroom human rights educational materials should be user-friendly.

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